

EUROPEAN
Higher Education Area



*Academic Mobility in
Republic of Moldova
in the context of
building
the European High
Education Area*

*PLA on Credit Recognition with
Partner Countries, Budapest,
November, 27-28, 2018*

Technical University of Moldova

BOLOGNA DECLARATION



The Bologna Declaration (Joint Declaration of the European Ministers of Education convened in Bologna on 19 June 1999) is the main guiding document of the Bologna process. It was adopted by ministers of education of 29 European countries at their meeting in Bologna in 1999. The Bologna declaration has later been followed up a series of meetings between EU ministers. Each meeting has produced a communiqué based on their deliberations.

- ❖ Prague communiqué (2001);
- ❖ Berlin communiqué (2003);
- ❖ Bergen communiqué (2005);
- ❖ London communiqué (2007);
- ❖ Leuven & Louvain-la-Neuve communiqué (2009).



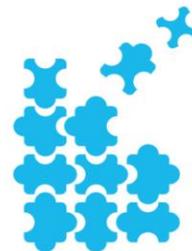
BUILDING THE EHEA



After the Bologna Declaration (1999) European Universities took several measures in order to reach the objective of building an European High Education Area.

So, Bologna Declaration is not just a political act, is a **clearly defined road-map** for European HES, that includes:

- ❖ a clearly defined common goal: to create a European space for higher education in order to enhance the employability and mobility of citizens and to increase the international competitiveness of European higher education;
- ❖ a deadline: the European space for higher education should be build by2010;
- ❖ a set of specified objectives



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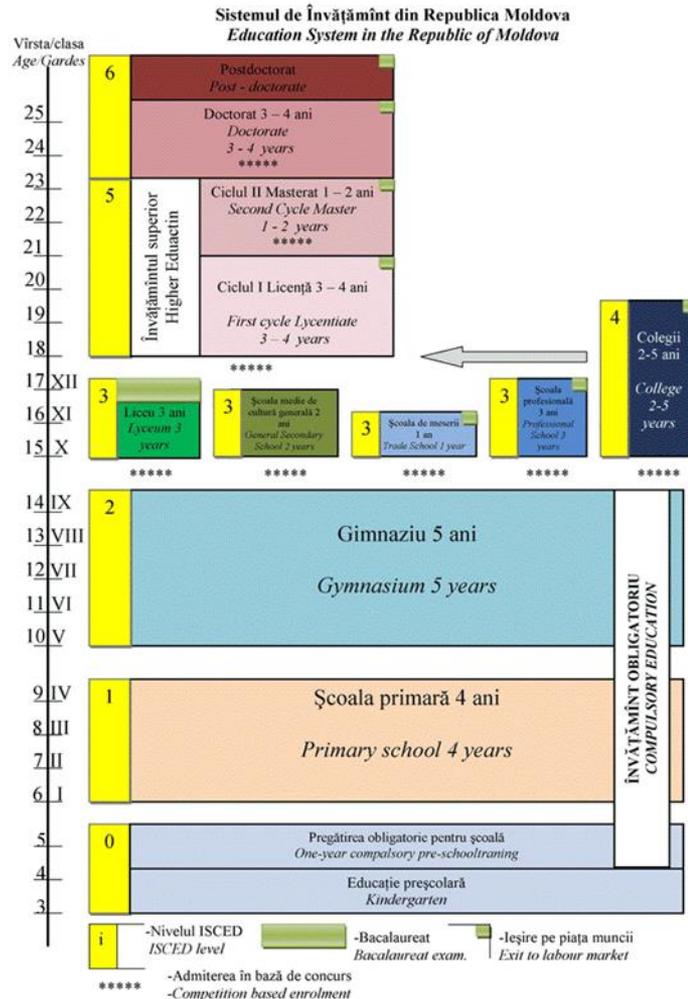
BUILDING THE EHEA- THE OBJECTIVES



- ❖ Adoption of a common framework of readable and comparable degrees, "also through the implementation of the Diploma Supplement";
- ❖ Introduction of undergraduate and postgraduate levels in all countries, with first degrees no shorter than 3 years and relevant to the labour market;
- ❖ ECTS-compatible credit systems also covering lifelong learning activities;
- ❖ European dimension in quality assurance, with comparable criteria and methods;
- ❖ Elimination of remaining obstacles to the free mobility of students (as well as trainees and graduates) and teachers (as well as researchers and higher education administrators).



EDUCATION SYSTEM IN MOLDOVA AT A GLANCE



Education in the Republic of Moldova can be public and private. Education can be organized as full time education, part time education, and distance learning. The education system is open, ensuring the possibility of switching from one type to another, under the conditions established in the regulations, adopted by the Ministry of Education, Culture and Research.

EDUCATION SYSTEM IN MOLDOVA AT A GLANCE



- ❖ The national education sector is regulated by the **Education Code**, in force since 23 November 2014, which sets the legal framework of legal relations concerning planning, organisation, functioning and development of the education system in the Republic of Moldova.
- ❖ The “**Education 2020**” **strategy** is the main policy document in the area of education. It sets the medium-term tasks and objectives for education development and defines the priority development, directions and orientations of the education system in the Republic of Moldova. Therefore, the Ministry of Education has developed its sector strategies and annual action plans based on those stipulated in the strategy.
- ❖ In the Republic of Moldova, higher education is **optional** and represents the highest level of education. Any person who holds a high school (lyceum) diploma can benefit from higher education. Free higher education, funded from the state budget, can be accessed only once for each cycle of higher education, within limits of available places. At the same time, the citizens of the Republic of Moldova can benefit from studies with mixed funding, as well as studies for a fee.

EDUCATION SYSTEM IN MOLDOVA AT A GLANCE



Number of higher education institutions in the
Republic of Moldova

HEI in RM in the academic year 2017/2018

State	19
Private	12
TOTAL	31

Republic of Moldova has signed the **Bologna process in May 2005**. This led to assuming responsibilities and active involvement in the process of reforming and modernizing moldovan higher education system in order to bring it to European standards. One of the reforms included **institutionalizing the ECTS study credits** in all the Higher Education institutions (HEIs) from Moldova.

The established **HEIs challenges** are *inter alia*:

- implementation and development of doctoral studies
- knowledge and technology transfer in higher education institutions (triangle education - research - innovation)
- internationalisation and joint degrees.



Higher education is performed on two channels – academic and advanced professional – and is structured in three cycles (with exception of medical and pharmaceutical education, veterinary medicine and Architecture):

- Cycle I – Bachelor (3-4 years; 180-240 ECTS);
- Cycle II – Master (1.5-2 years; 90-120 ECTS, 30 ECTS for each semester);
- Cycle III - PhD (3-4 years; 180 ECTS).

The implementation of ECTS system has become mandatory at national level, starting with 01.09.2005 as part of the National Strategy for building EHEA. The process of institutionalizing study credits at national level:

- ❖ is regulated by the Guidelines for the Implementation of National Credit System, approved by the Ministry of Education of RM;
- ❖ respects the methodology of the ECTS User Guide, by Ministers for Higher Education of the European Higher Education Area in 2015 at the Yerevan ministerial conference.

Organizing and conducting studies based on the **ECTS System contributes**, *inter alia*, to:

- ❖ ensuring the quality of training,
- ❖ compatibility of curricula and of the content offered by HEI both at national and at European level;
- ❖ creating the conditions for the optimal personalization of the learning process,
- ❖ creating the premises for academic mobility of students;
- ❖ recognition and equivalence of study documents.

Academic mobility of students (I, II and III cycle) and staff in RM is regulated by **GD nr. 56 from 27.01.2014**

The academic mobility is organized on the basis of:

- ❖ the international treaties to which the Republic of Moldova is a party;
- ❖ the inter-university agreements / conventions;
- ❖ the agreements concluded between higher education institutions with enterprises and organizations from the country and from abroad;
- ❖ the agreements / contracts concluded by universities / scientific centers abroad;
- ❖ the mobility programs offered by various states and international / regional institutions / organizations;
- ❖ the individual agreements

Within the mobility programs, the following types of **studies and activities are developed**:

- ❖ bachelor / master / doctoral studies and / or one semester / year of study;
- ❖ research internships in the context of masters / doctoral studies and postdoctoral programs;
- ❖ linguistic traineeships;
- ❖ summer schools;
- ❖ internships;
- ❖ educational-cultural exchange programs, which can have a component of paid employment in the workplace;
- ❖ research and experience exchanges for teachers.

Criteria:

- ❖ Moldovan nationals only;
- ❖ Full-time students and PhD students, enrolled in a HEI in RM in all forms of study;
- ❖ Good academic results as follows: "8" – ECTS equivalent "C" for Humanitarians and "7" – ECTS equivalent "D" for exact Sciences;
- ❖ Language proficiency
(study program or the language of the country in which the mobility is carried out);
- ❖ Proven academic conduct.



Studies Recognition:

- ❖ The host university's study program **corresponds**, at least in part, to the home institution's study program;
- ❖ The number of credits accumulated by students during their mobility is at least **30 for one semester and 60 for a year of study**, and these are recognized on the basis of the accumulation and transfer principle;
- ❖ For students with a mobility objective to prepare for master's / bachelor`s thesis, the maximum mobility period is one semester, as a result of which students submit an ECTS certificate containing the evaluation of student activity during the mobility period.

Studies Recognition:

- ❖ The **competent authority** of the university in the country is responsible for credit recognition upon return of the student involved in mobility, **not the student himself!**
- ❖ The Learning Agreement, together with the Diploma Supplement, has the function of **acceptance** (in the case of visible, but tolerable differences), **recognition** (in case of noticeable differences in terms of content but with identical Learning Outcomes) and **equivalence** (in case of identical content).

Legal Framework: Regulation on Organizing of the Studies in HE based on National Study Credit System, approved by the order of ME no. 1046 from October 29, 2015.

- ❖ Agreements between partner universities (faculties) guarantee the recognition of study periods and the credit transfer for accomplished course units / modules. Recognition of study periods refers both to their duration and to their content.
- ❖ The period of study completed in another institution replaces, by recognition, a period of studies with duration and workload (ECTS) similar to the one the student would achieve in his home institution.
- ❖ Transfer of ECTS credits, recognition, equivalence and documentation of student's performance within the mobility is recorded in the Transcription of Marks, that reflects the amount and the quality of the student activity. The student is not required to negotiate acceptance / recognition / equivalence with professors.

Objectives:

- ❖ Experience exchange with academic, research or economic environments in order to continuously train and improve teachers;
- ❖ Academic activity in universities in the country and abroad;
- ❖ Development of new curricula, educational and training programs, didactic and methodical materials, and updating existing ones;
- ❖ Developing functional partnerships for education, training and research projects;
- ❖ Strengthening cooperation between higher education institutions in areas of common interest;
- ❖ Experience exchange on methodology and techniques of teaching-learning-evaluation;
- ❖ Promoting the image of HEI abroad.

- ❖ Understanding the ECTS System;
- ❖ ECTS allocation and accumulation;
- ❖ ECTS recognition;
- ❖ Study programs content recognition;
- ❖ Improving and growing Student centered teaching and learning activities;
- ❖ Changing mindset...and resistance to change into desire to change...





QUESTIONS

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